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ABSTRACT

The course outline describes the practical and theoretical postures of educational administration as they interface with the concept of career education. It was developed for the specific purpose of training individuals from diverse backgrounds to assume administrative responsibility for career education programs. The course contains both a variety of modules for the graduate level students' selection and common modules for the entire class. The 18 modules cover: administration as a social process; administrative tasks and process; bureaucracy; public school as a complex organization; career education programs; definition of career education; Federal point of view of career education; counseling in career education; research in career education; career education and industry; a lecture on the Skyline Career Center in Dallas, Texas; career days; overview of career education; selling career education; career education centers; career education training modules; and research on administration of career education. Activities involve lectures, reading and paper presentations, discussions, field trips, scheduled Career Days, an in-class counseling simulation, role playing, designing a training module package for career education, and a research paper on administration of career education. The 18 modules are organized according to: topic, activities, assignment, and suggested readings. (Author/JB)

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A GRADUATE LEVEL COURSE FOR TRAINING EDUCATIONAL ADMINISTRATORS FOR CAREER EDUCATION

The attached syllabus was designed for the specific purpose of training individuals from diverse backgrounds to assume administrative responsibility for career education programs. The course was graduate level (3 credits) and recognized that some class members were trained administrators with no exposure to concepts of career education, while some were involved with career education programs but had little or no training as administrators, while a third group had experience in neither field. They all expressed an interest in being trained in administration especially for career education programs.

The result was an in-depth exploration of the philosophies of career education and basic training in the field of educational administration.

The course was offered by the Department of Educational Administration at Glassboro State College and was taught by Dr. James J. Pallante who authored the syllabus for the course.

CE003826

A. OVERVIEW

This course will deal with the practical and theoretical postures of educational administration as they interface with the concept of Career Education. It is assumed that students bring varying backgrounds of academic and experiential preparation to the course. The course, therefore, has been designed into a variety of modules from which the student may select any number of individual "general" modules according to personal need. "Common" modules must be accepted by all students.

B. REQUIREMENTS

"Common" modules are required. Assignments related to "common" modules are due on or before May 2, 1974. Assignments related to "general" modules may be submitted any time, but no later than April 25, 1974. It is expected that those students waving a "general" module are able to substitute prior academic training or professional experience for the work suggested in that module.

Module I: General

Topic: Administration as a Social Process

Activities: Lecture

Assignment: Read Getzels and Guba, "Social Behavior and Administrative Process," School Review, LXV (1957).

Suggested Reading

Abbott, Max, "Intervening Variables in Organizational Behavior," Educational Administration Quarterly, (Winter, 1965).

Bridges, Edwin M., "Bureaucratic Role and Socialization: The Influence of Experience on the Elementary Principal," Educational Administration Quarterly, (Spring, 1965).

Lipham, James M., "Organizational Character of Education: Administrative Behavior, "Review of Educational Research, 34 (October, 1964), pp. 435-454.

Willower, Donald J., "Some Illustrated Comments of Hypothesis Construction and Research, "Journal of Educational Research, 56 (December, 1962).

Willower, D. J., et. al., The School and Pupil Control Ideology, University Park, Pa.: Penn State Press, Monograph No. 24, (November, 1967).

Willower, Donald J., "The School as a Social System," Educational Administration Quarterly (Autumn, 1965).

Module II: General

Topic: Administrative Tasks and Process

Activities: Reading and Paper Presentation

Assignment:

1. One way to view administration is to examine the tasks that administrators perform, i.e., operational areas such as curriculum, finance, etc. Develop a framework or set of categories for classifying these basic administrative tasks and describe in some detail each category. (e.g., See Campbell, et. al.)

2. Another perspective from which to analyze administration is as a process by which an organization makes decisions and effectively implements them. This view has been especially prominent in business and public administration. Contrast this "process" approach of administration with the "task" approach. Which perspective do you find more useful? Why? The process view is described in the writings of Griffiths, Simon, Sears, Gregg, Campbell, and Litchfield.

Suggested Reading

Bridges, Edwin, "A Model for Shared Decision Making with School Principalships, "Educational Administration Quarterly, (Winter, 1967), pp. 49-61.

Campbell, R.F., et al., Introduction to Educational Administration, Boston: Allyn and Bacon, Inc., 1966, Chapters 4, 5.

Gregg, Russel T., "The Administrative Process," in Campbell, Roald F. and Gregg, R.T. (eds.), Administrative Behavior in Education. New York: Harper & Brothers, 1957. Chapter 8.

Griffiths, Daniel, Administrative Theory. New York: Appleton-Century-Crofts, Inc., 1959, pp. 71-112.

Litchfield, Edward H., "Notes on a General Theory of Administration," Administrative Science Quarterly, I (June, 1956), pp. 3-29.

Simon, Herbert, Administrative Behavior. New York: The Macmillan Co., 1961, especially Chapter One.

Module III: Common

Topic: Bureaucracy

Activities: Lecture and Discussion

Assignment:

1. Read Blau, Peter M. Bureaucracy in Modern Society. New York: Random House, 1956.

2. Answer the following questions:

   a. What is bureaucracy?

   b. Describe functional and dysfunctional aspects of bureaucracy.

   c. What is "strategic leniency"?

   d. To what extent is the school a bureaucracy?

Suggested Reading

Abbott, Max G., Change Perspectives in Educational Administration (Auburn, Ala.: School of Education, Auburn University, 1965), pp. 40-53.

Blau, Peter M. and Scott, W.R., Formal Organizations: A Comparative Approach. San Francisco: Chandler Publishing Co., 1962, pp. 27-58.

Etzioni, A., Complex Organizations: A Sociological Reader. New York: Holt, Rinehart and Winston, 1961, chapter 1, pp. 4-14, by Max Weber, "The Three Types of Legitimate Rule."

Gerth, H.H., and Mills, C.W., From Max Weber. New York: Oxford University Press, 1958.

Getzels, J.W., "A Psycho-Sociological Framework for the Study of Educational Administration, "Harvard Educational Review, XXII (Fall, 1952).

Gouldner, Alvin, Patterns of Industrial Bureaucracy. New York: The Free Press, 1967, especially pp. 215-228.

Weber, Max, The Theory of Social and Economic Organization. New York: The Free Press, 1966.

Module IV: General

Topic: The Public School as a Complex Organization

Activities: Lecture

Assignment: Read - Etzioni, Amitai. A Comparative Analysis of Complex Organizations. New York: The Free Press, 1961.

Suggested Reading

Blau, Peter, Exchange and Power in Social Life. New York: John Wiley and Sons, Inc., 1954.

Blau, Peter. The Dynamics of Bureaucracy. Chicago: University of Chicago Press, 1955.

Blau, Peter and Scott, W.R. Formal Organizations. San Francisco: Chandler Publishing Co., 1962.

Gouldner, Alvin. Patterns of Industrial Bureaucracy. New York: The Free Press, 1964.

Homans, George C. Social Behavior: Its Elementary Forms. New York: Harcourt, Brace and World, 1961.

Module V: Common

Topic: Career Education Programs

Activities: Abstracting assigned reading for class discussion.

Assignment: Select at least three of the readings from the following list of suggested readings. Abstract your selection, and present one typed page for each explaining the salient features of the article. Note: All of the following is microfiche material on Career Education, and is available in the Savitz Learning Resource Center at Glassboro State College. Free copies of any microfiche that you might wish to have are available from: The Occupational Resource Center, located in Edison, New Jersey.

Suggested Reading

ED 056 203 Career Education
Sidney P. Marland, Jr. Office of Education (DHEW), Washington, D.C. 8 Sep 71. 3P.

ED 064 480 Career Education
Gordon I. Swanson. SEP 71 18P.

ED 059 365 Career Education: A Curriculum Model and Strategies for Implementation.
Herbert B. Holstein, Et al. Lincoln County Schools, Hamlin, W. Va. NOV 71. 21P.

ED 063 471 Career Education in the Environment. A Handbook.
Olympus Research Corp., Washington, D.C. 394P.

ED 062 540 Career Education: Papers Presented at the 1972 Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 5, 1972).
American Educational Research Association. Washington, D.C. 72. 64P.

ED 065 690 A Comprehensive Career Education Model: A Bridge Between School and Work. Bruce Reinhart. 72 17P.

ED 065 664 Employer Based Career Education (EBCE).
Bela H. Banathy & Robert M. Peterson. Far West Lab for Educational Research and Development, Berkeley, California 72. 12P.

ED 062 558 Papers Presented at the Research Coordinating Unit-Directors Conference (7th, New Orleans, La., March 22-23, 1972). Robert M. Worthington & Homer L. Hitt. MAR 72. 18P.

ED 063 461 Synopses of Selected Career Education Programs: A National Overview of Career Education. Robert L. Morgan, Ed., Et al North Carolina State Univ., Raleigh Center for Occupational Education. APR 72. 79 P.

ED 063 520 Abstracts of Research and Development Projects in Career Education
Office of Education (DHEW), Washington, D.C. Div. of Vocational and Technical Education. JUN 72, 153P.

ED 065 712 Development of Model Career Education Programs Under Part C and Part D of the Vocational Education Amendments of 1968.
Robert M. Worthington. 15 JUN 72. 15P.

ED 075 570 National Conference on Career Education. Final Report. Joseph F. Clark Et Al. Ohio State Univ. Columbus Center for Vocational and Technical Education. SEP 72. 32P.

ED 071 995 Career Education--A Humanistic View (Part 3 of the ERIC Clearinghouse on Teacher Education Project on Career Education). Robert J. Nash & Russell M. Agne. ERIC Clearinghouse on Teacher Education Washington, D.C. JAN 73. 29P.

ED 068 716 Career Education and The Technology of Career Development. 72. 247P.

ED 060 180 An Age-Graded Model for Career Development Education. Bruce W. Tuckman, New Jersey State Dept. of Education. Trenton Occupational Research and Development.

ED 059 396 Career Education.
Office of Education (DHEW), Washington, D.C. 71. 19P.

ED 064 479 Perspectives on Career Education. Robert E. Taylor. 30 MAR 72. 46P.

ED 062 527 Career Education: Three Speeches by the Commissioner S.P. MARLAND, JR. Department of Health, Education, and Welfare, Washington, D.C. Office of the Commissioner of Education. DEC 71. 49P.

ED 066 556 The Need for Career Education. Robert M. Worthington. 72. 18P.

ED 065 730 Report of AVA Task Force on Career Education. 50P.

ED 072 310 Career Education: Targeted Information Profile. Nancy Winstein Merrimack Education Center. Chelmsford, Mass. 72. 25P.

ED 066 562 Master Plan for Career Education. Beaverton School District 48, Ore. FEB 72. 129P.

ED 069 892 Special Papers on Career Education. New Jersey State Dept. of Education. Trenton, Div. of Vocational Education. 52P.

ED 069 870 Voices for Careers. Edwin G. York & Madhu Kapadia. New Jersey State Dept. of Education Trenton Div. of Vocational Education. SEP 72. 72P.

ED 069 919 Microfiche Collection of Clearinghouse Documents Reported in Abstracts of Instructional Materials In Vocational and Technical Education (AIM), Volume 6, Number 1. 72. 20699P.

ED 067 469 A Resource Guide for Career Development in the Junior High School. Arland Benson. Minnesota State Dept. of Education, St. Paul Pupil Personnel Services Section. 72. 222P.

Module VI: General

Topic: Toward a Definition of Career Education

Activities: Class discussion

Assignment: Based on your personal conceptualization, write a formal definition for Career Education. (one typed page).

Suggested Reading

Essays on Career Education. Portland, Oregon: Northwest Regional Education Laboratory, 1973. For sale by: The Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, Stock No. 1780-01147.

Module VII: General

Topic: Career Education: A Federal Point of View

Activities: Informal lecture by Dr. Sidney High: Demonstration Branch, U.S. Office of Education. The lecture will be held on campus.

Assignment: Search those professional journals that are relevant to your daily work for articles dealing with career education. Read and abstract the articles prior to Dr. High's lecture.

Module VIII: General

Topic: Career Education: A Counseling Point of View

Activities: Informal lecture by Dr. Edwin Herr: Dean of Education and Chairman, Department of Guidance, Penn State University. The lecture will be held on campus.

Assignment: Select from the guidance literature one article on career education. Abstract and critique the article prior to Dr. Herr's article.

Module IX: General

Topic: Career Education: A Researcher's Point of View

Activities: Informal lecture by Dr. Anna Gorman: Research Specialist, Center for Vocational and Technical Education, Ohio State University. The lecture will be held on campus.

Assignment: Prior to Dr. Gorman's lecture, outline one of the following research topics. Other topics are acceptable, but must be approved.

1. Providing educational experiences which are related, comprehensive, and planned.
2. Showing the sound, systematic relationship between education and the field of work.
3. Exposing students from kindergarten onward to occupational opportunities so that they may acquire marketable skills.
4. To suggest avenues of approach which will enable teachers, counselors, and administrators to develop further and to implement the career development in the total educational program of the community.
5. To train key personnel to use and disseminate packaged training modules containing materials to achieve the above in-service training program.

Module X: General

Topic: Career Education and Industry

Activities: Visit an industrial site

Assignment: Discuss the concept of career education with an appropriate officer from the industrial site. Share your impressions of the visit, especially possible implications for career education, with the class by conducting an informal discussion.

Module XI: Common

Topic: Skyline Career Center, Dallas, Texas

Activities: Informal lecture by Dr. Nolan Estes: Superintendent of Schools, Dallas Independent School District, Dallas, Texas. The lecture will be held in Vineland, N.J.; probably February 25th or 26th. You will receive confirmation of date and place by mail.

Assignment: Determine the extent of available career information in your present district of employment. Outline strengths and needs.

Module XII: General

Topic: Career Days

Activities: Attend a scheduled career day at some school or community.

Assignment: Share your experience with the class by leading an informal discussion.

Module XIII: Common

Topic: Career Education: An Overview

Activities: An informal class discussion lead by Dr. Clarence Heyel: Assistant to the Dean for Career Education, Glassboro State College.

Assignment: Prepare two very short position papers (about one typed page each) on the following topics: 1. Why Career Education Must Fail, 2. Why Career Education Can't Fail.

Module XIV: General

Topic: Career Education Counseling

Activities: An in-class counseling simulation viz career education.

Assignment: Organize, lead, and explain an in-class counseling simulation exercise viz career education.

Module XV: General

Topic: Selling Career Education

Activities: Role playing exercise among appropriate district educators and the school board.

Assignment: Organize, lead, and explain a broad base, in-class, role-playing exercise demonstrating resistance to a career education concept, and how to deal with such resistance.

Module XVI: General

Topic: Career Education Centers

Activities: Field trip to a career education center.

Assignment: Organize and lead a field trip to a reasonably accessible career education center.

Module XVII: General

Topic: Career Education Training Modules

Activities: Demonstrate Packaged Training Modules

Assignment: Design and organize a packaged training module for career education. Present your module to the class explaining your rationale, organization, use, and intended evaluation of the module.

Module XVIII: Common

Topic: Paper on the administration of career education.

Activities: Present a research paper to the instructor, and, if possible, supply copies for each member of the class.

Assignment: Present a scholarly paper on the administration of career education. Your hypotheses should be clearly stated, and shaped by a demonstrated understanding of basic principles of management as cited in the literature. Your position should demonstrate an understanding of the formal and the informal aspects of the public school as an organization. You should, too, demonstrate an understanding of career education as a concept, and the implications of this concept for the public schsols. Finally, your suggestions for administering a career education program may be prototypic, or designed within the framework of a given district.